Assessment Tool for Implementation of the Essential Practices

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> Ford PAS Next Generation Learning
>
> mobilizes educators, employers, and community leaders to empower a new generation of young people who will graduate from high school both college- and career-ready—an emerging workforce prepared to compete successfully in the 21st century economy.

Students are at the center of everything we do. The changes we support in schools and communities will help achieve the larger goal that all young adults will graduate from high school equipped with the essential knowledge and skills needed for active citizenship and for success in postsecondary learning and future careers. In particular, with the rapid advances in technology and the demands for numeracy, statistical reasoning, and scientific literacy in every aspect of our lives and work, every young person needs to be literate in STEM (science, technology, engineering, and math). Our commitment is to prepare the future scientists, inventors, public servants, and entrepreneurs who will apply their passions and expertise to improving the world for their generation and those to come.

The Three Strands of Ford PAS Next Generation Learning

The assessment tool that follows provides a rubric for communities, districts, and schools to evaluate the implementation of each essential practice within the three strands of Ford PAS Next Generation Learning:

- **Strand 1: Transforming Teaching and Learning:** Creating meaningful learning experiences that enable students to apply academic knowledge to real-world challenges
- **Strand 2: Redesigning High Schools:** Creating and maintaining the career academies (and similar career- and interest-based programs) and the collaborative culture, structures, and practices necessary to transform teaching and learning and to facilitate community engagement
- **Strand 3: Sustaining Change Through Business and Civic Leadership:** Engaging employers, educators, and community leaders to collaborate in building and sustaining educational programs that promote community growth and prosperity by preparing students for future work and citizenship

A Ford PAS Next Generation Learning Community is a community that is actively working to implement the essential practices of the three strands. The community uses the power of workplace relevance and business relationships to excite young people about education and to prepare them for the workplace and postsecondary education. A fully successful Ford PAS Next Generation Learning Community

develops and integrates all three strands, and supports them with a culture of excellence and accountability.

FORD PAS NEXT GENERATION LEARNING

Next Generation Learners
- Prepared for success in college and the workplace
- Engaged, able to apply learning in the real world
- Possess critical 21st Century skills

Transforming Teaching & Learning

Redesigning High Schools

Sustaining Change Through Business & Civic Leadership

Transforming Teaching & Learning

Essential Practices

Teaching that is characterized by the Ford PAS Teaching Pillars:
- Academically rigorous and career-relevant
- Inquiry-based
- Project-based
- Real-world
- Performance-based
- Technology-rich

Learning that embodies the Ford PAS Learning Pillars:
- Flexibility in applying academic knowledge and skills
- Problem-solving
- Critical thinking
- Teamwork
- Communication
- Creativity and Innovation
- Global Awareness

Redesigning High Schools

Essential Practices
- Students have choices among high-quality career academies and similar career-and interest-themed programs
- District supports and sets expectations for school redesign
- Adults and students are accountable for results
- School leaders have flexible use of resources to support redesign
- School staff form a learning community committed to transforming their practice

Sustaining Change Through Business & Civic Leadership

Essential Practices
- Business, civic, and education leaders create a master plan for education transformation
- Business and civic leaders support and sustain the master plan
- Employers are actively engaged in guiding and supporting career academies and similar career-and interest-themed programs
- Career-and interest-themed programs address skilled workforce priorities
- The broader community is aware and engaged
- Stakeholders are mutually accountable for implementation of the master plan
- Parents and families are mobilized to support student aspirations and achievement

FORD PARTNERSHIP FOR ADVANCED STUDIES
Next Generation Learning

Strand 1: Transforming Teaching and Learning

Ford PAS Next Generation Learning is dedicated to preparing all students to succeed as citizens and workers in the 21st century global economy. To achieve this, high school students must engage in learning that develops and uses both academic knowledge and the skills essential for success in college and careers, and teachers must employ strategies that encourage the active, self-monitored learning that will yield these results. The research-based Ford PAS Learning and Teaching Pillars embody the Ford PAS approach to transforming teaching and learning so that it is hands-on, collaborative, and project- and inquiry-based. Students acquire knowledge and skills as they work in teams to investigate significant issues, carry out long-term projects, and create products that demonstrate their learning. This approach answers the questions that the traditional academic program fails to answer for most students who drop out of high school—and for many who graduate: Why do I need to learn this? What does it have to do with my life and the lives of people in my community? How does it prepare me for the future?

RESEARCH: Inquiry- and Project-Based Learning: Does It Work?

From elementary school through college, projects that engage students in investigations with a genuine purpose are proving more effective than traditional textbooks and lectures:

- A 2009 study conducted by Purdue University researchers with a racially diverse group of eighth-graders found that students who were asked to build a water purification device that demonstrated their grasp of the relevant science concepts exhibited a deeper understanding of the concepts than those who were taught using traditional methods.

- The M.I.T. physics department recently replaced its large introductory lecture course with smaller classes that emphasize hands-on, collaborative learning. As a result, the dropout rate from the course has decreased from 10–12 percent to 4 percent, and attendance has increased from 50 to 80 percent.

- According to a 2009 meta-analysis by Utah State University researchers of more than 80 studies of project-based learning (PBL), when compared to alternative teaching methods, PBL holds its own on standardized tests of academic knowledge. PBL has also shown better results than lecture-based approaches on other kinds of outcomes. PBL enhances learning by fostering higher-order thinking, problem-solving ability, collaboration skills, and the ability to engage in and comprehend complex processes.

Visit the Ford PAS Web site (www.fordpas.org) for more information on the research behind PBL and inquiry-based learning.

Strand 2: Redesigning High Schools

Strand 2 provides an in-depth look at transforming teaching and learning through developing a network of career academies (career-themed small learning communities). This essential high school redesign model, when implemented well, does double duty in improving academic results while preparing young people for careers.

Career academies are one of our country's most successful high school redesign strategies. Ford PAS Next Generation Learning uses the definition of career academies agreed to in 1995 by career academy experts and their respective organizations:[1]

- Career academies are small, safe, and supportive learning environments that are personalized and inclusive of all students.
- They provide a challenging, rigorous, and relevant curriculum that prepares students for college, careers, and productive citizenship.
- A key feature of these academies is collaborative partnerships among educators, parents, businesses, and other community resources that broaden learning opportunities.

These small learning communities draw on career themes to bring real-world relevance to academic instruction. When successfully implemented, career academies improve attendance, grades, and graduation rates; help to ensure a smooth transition from high school to postsecondary education and the workplace; and contribute to success through increased earnings.

RESEARCH: What Research Tells Us About the Career Academy Model

As interest in the career academy model has grown, so has interest in studying career academies. More than any other high school-based strategy, career academies demonstrate evidence of positive and sustained results for students:

- In Philadelphia, the birthplace of the modern career academy in 1969, academy students regularly achieve a 90 percent graduation rate, with 60 percent continuing on to college.
- A 2007 study of California's Career Partnership Academies found that compared with students in high schools across the state, students enrolled in these academies were more likely to do the following:
  - Pass the state high school exit exam as sophomores
  - Complete the rigorous courses required for admissions eligibility for California's public universities
  - Graduate from high school[2]
- In the Sacramento City Unified School District, between 2001 and 2004, following the introduction of district-wide career academies, dropout rates were reduced by nearly half (down from 24 percent to 14 percent), the number of students taking the SAT more than doubled, and suspension and expulsion rates were dramatically reduced.

Visit the Ford PAS Next Generation Learning Community Web site (www.fordnglc.org) for more information on the research behind career academies.

Strand 3: Sustaining Change Through Business and Civic Leadership

Building a successful career academy network through community-wide participation is the best strategy for addressing our country's most pervasive education challenges. Over a six-month period in late 2005 and early 2006, Ford Motor Company Fund, in partnership with Social Marketing Services, identified essential practices shared by communities that have developed and sustained successful Next Generation Learning strategies. These essential practices are set forth in Strand 3.

The practices were shaped through observation of how business and education are working together in a diverse set of communities, including Philadelphia; Sacramento and the Desert Cities of California; Mountain Home, Arkansas; Ft. Myers (Lee County), Pensacola, and Daytona Beach (Volusia County), Florida; Long Island and Putnam/Northern Westchester Board of Cooperative Educational Services, New York; and Nashville, Tennessee. We have also learned from communities that could not sustain change after significant investments were made to build their career academy networks.

By focusing on communities rather than individual schools or districts, Ford PAS Next Generation Learning believes that the power of business, civic, and educational leaders can be harnessed toward the shared objectives of workforce and economic development and improved educational outcomes. Businesses may want to help, but they don't always understand how they can best support education, often choosing to fund well-intentioned but less effective options. Many in the education community would like to engage with businesses but may not know how to ask for the type of support that will make a real difference. The process of building a Ford PAS Next Generation Learning Community brings businesses and educators together around this powerful redesign strategy.

RESEARCH: The Benefits of Business and Civic Leadership

Research on business-education partnerships in the past showed that these efforts usually failed to produce the results anticipated because of their limited level of intervention and lack of sustained implementation. Partnerships such as those established under the federally funded programs of the 1980s and 1990s (e.g., School-to-Work) rarely attempted to change key elements of the educational system, including curriculum, instruction, staff development, and school management. Summing up this research in 1996, Donald M. Clark of the American Association for Career Education pointed to an alternative approach that directly addresses these shortcomings. This alternative is for employers in a community to collectively coordinate their channeling of resources into the schools in a sustained, systemic effort to bring about significant change. When business and civic leaders work to promote such change, their partnerships with education can contribute to producing the results that matter most to them: improving community prosperity and workforce development.[3] In a 2003 Canadian survey of businesses, those reporting successful partnerships cited greater commitment on the part of business leaders, greater coordination with school reform initiatives, more focus on evaluation, and more attention to labor market needs.[4]

Making community prosperity and workforce development a priority is a powerful strategy for recruiting and sustaining business and civic leadership for education reform partnerships that combine the strategies of all three strands of Ford PAS Next Generation Learning.

There is ample evidence of the benefits that accrue to a community, region, and state when high school dropout rates decrease and graduation rates increase:

- An average high school graduate earns $260,000 more over a lifetime than a high school dropout. That increased earning power is linked to many other benefits, including an increase in taxes paid, health benefits earned, and homes purchased.

- A 2010 study by the Alliance for Excellent Education[5] measured on a city-by-city basis the growth in jobs, home ownership, levels of spending and investment, and car sales that would result from cutting the high school dropout rate in half. The study found that lowering the high school dropout rate would have important positive implications for the economic vitality of the 45 largest metropolitan areas in the United States.

- School districts with increased graduation rates also benefit by keeping more students in school and drawing additional state revenues tied to average daily attendance. The Sacramento City Unified School District, for example, estimated an additional $54 million in revenue between 2005 and 2008.

Visit the Ford PAS Next Generation Learning Community Web site (www.fordnglc.org) for more information on the research behind business and civic leadership, how the strategies employed in Strands 1 and 2 lead to improved graduation rates, and the benefits that accrue to communities from transformed teaching and learning and high school redesign.

Becoming a Ford PAS Next Generation Learning Community

The following assessment tool serves as the foundation of the Ford PAS Next Generation Learning program, whose goals are to offer guidance and expertise to communities that wish to increase the number of students learning in successful career academies, and to help those communities sustain their career academy networks over time.

Over an initial two-year period, communities work with Ford PAS Next Generation Learning to create a master plan and then begin moving toward proficiency in each essential practice. Leaders from these communities will collaborate, share progress with, and learn from other like-minded leaders from around the nation who are already part of the Ford PAS Next Generation Learning Community network. Once it has secured the necessary stakeholder commitment to working across all three strands and sustaining its efforts through locally derived resources, a community will be formally invited to join the network.

As a community achieves proficiency in a critical mass of the essential practices in all three strands, it will be formally designated by Ford PAS Next Generation Learning as a Leadership-level community. Leadership-level communities are asked to mentor newer network community participants. In addition, key leaders from Leadership-level communities may also be invited to provide coaching to the network's communities.

As part of the network's ongoing efforts, communities participate in regional and national events to build a shared vision for change, learn key strategies for implementing change, connect with leaders in other communities, and build local team ownership toward implementing the local master plan.

Using the Assessment Tool

This tool was developed to help whole communities, as well as individual schools and districts, harness the power of the Ford PAS Next Generation Learning strategies described above to transform teaching and learning, redesign schools, and mobilize community leadership. It can serve as both an initial evaluation guide and an instrument to support continual improvement of a community's Next Generation Learning strategies.

The assessment rubric for Strands 1 and 2 can be used on a program-by-program basis, aggregated by school and by district and then aggregated on a community level. The rubric for Strand 3 can be administered on a community or regional level.

The scoring guides are not meant to yield passing or failing grades, but rather to identify areas of strength or weakness and to prompt reflection and, ultimately, action.

At the end of the tool is a page for gathering reflections and suggesting action steps. These steps will become the basis for creating a strategic vision and implementation plan.

An honest analysis of current performance and strategies, and measuring that performance against the challenge of preparing every student for a successful future, is the beginning of the change process. Your hard work to make an honest appraisal of your community's strengths, accomplishments, weaknesses, and ongoing challenges will be well worth the effort!

STRAND 1: TRANSFORMING TEACHING AND LEARNING	
Essential Practice 1.1	**Learning Pillars—the essential knowledge and skills for college and career readiness**
Description	The Ford PAS Learning Pillars articulate *essential knowledge and skills* that have been identified by employers and college faculty as necessary for young people to be fully prepared for success in both college and careers.

Indicators of Success	
0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed	
Rating	**Features**
	Application of academic knowledge and skills: Students acquire essential academic knowledge and skills and develop flexibility in drawing on appropriate disciplinary knowledge and skills to address real-world challenges. Achieving proficiency in STEM (science, technology, engineering, and mathematics) disciplines is a particular focus, given their importance to U.S. global competitiveness.
	Problem-solving: Students work with open-ended problems and issues that require them to clarify and analyze situations, explore solutions, and evaluate their results.
	Critical thinking: Students analyze, synthesize, and evaluate information. They learn how to make reasoned judgments based on observation, experience, reflection, reasoning, and discussion.
	Teamwork: Students work in teams to conduct investigations, synthesize data, and communicate results. They learn to give and receive feedback, negotiate agreements, facilitate meetings, and take on a variety of leadership roles. Students also work independently and are assessed on the individual contributions they make to team products.
	Communication: Students learn strategies for evaluating complex oral, written, and multimedia communications, and create oral, written, and multimedia material for a wide variety of purposes and audiences. They also learn the value and appropriate uses of social networking communication tools.
	Creativity and innovation: Students learn to think creatively in response to a wide variety of challenges. They invent, try out, and revise designs and solutions, and are encouraged to take risks, learn from both failures and successes, and value diverse perspectives.
	Global awareness: Students tackle issues that cross borders, and consider the perspectives of people and communities around the world. They explore potential solutions tailored to particular cultures, and learn to work and communicate effectively with those who have diverse views.
	OVERALL RATING FOR ESSENTIAL PRACTICE 1.1 (Total of 21 points possible) 0–5: Exploring Implementation 6–11 Accelerating Implementation 12–17: Advanced Implementation 18–21: Distinguished Implementation

Essential Practice 1.2	Teaching Pillars—teaching principles that develop students' knowledge and skills for college and career readiness
Description	The Ford PAS Teaching Pillars describe the instructional principles—based on rigorous research and professional experience—that are essential for facilitating learning of the essential knowledge and skills that students need. These principles help students meet and exceed state-established benchmarks for academic performance, and meet expectations for college-level work and future employment.

Indicators of Success 0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed	
Rating	**Features**
	Academically rigorous: Teachers facilitate learning of essential academic knowledge, skills, and ways of thinking particular to the core academic disciplines, meeting state and national academic standards and college-readiness expectations.
	Integration of academic and career-related knowledge and skills: Teachers help students develop career-related knowledge and skills in the context of academic courses, and help them learn and apply academic knowledge and skills in the context of career-related courses (with a focus on STEM learning applicable across career fields).
	Inquiry-based: Teachers organize learning around investigations of significant issues and problems. They structure these investigations, often through hands-on learning experiences, so that students acquire knowledge, skills, and understanding.
	Project-based: Teachers guide students in carrying out in-depth, long-term projects that culminate in products or presentations of students' investigations and results.

Essential Practice 1.2 (continued)	Teaching Pillars—teaching principles that develop students' knowledge and skills for college and career readiness
	Real-world: Teachers use real-world situations—such as business and engineering challenges—to build students' academic knowledge and their problem-solving, teamwork, and communication skills. Students have opportunities to interact with professionals in careers of interest to them and to venture into businesses, college campuses, and the community as part of their learning.
	Performance-based: As students apply the knowledge, skills, and understandings they acquire through the curriculum's learning experiences, teachers use a variety of tools to assess students' progress toward meeting learning goals correlated with academic and (where appropriate) career technical education (CTE) standards.
	Technology-rich: Teachers engage students in using technology to conduct research, organize and analyze data, simulate complex systems, and communicate ideas. Students master a variety of technology tools and make good choices about their use.
	Career-relevant: Teachers and school staff structure learning so that students understand a broad range of career paths, become aware of the knowledge and skills required to succeed in a variety of careers, and recognize what education and training are required for both entry-level and more advanced positions.
	OVERALL RATING FOR ESSENTIAL PRACTICE 1.2 (Total of 24 points possible) 0–6: Exploring Implementation 7–12: Accelerating Implementation 13–18: Proficient Implementation 19–24: Distinguished Implementation

STRAND 2: REDESIGNING HIGH SCHOOLS	
Essential Practice 2.1	**Students have choices among high-quality career academies and similar career- and interest-themed programs**
Description	Schools offer a variety of career academies and similar career- and interest-themed programs, designing them according to rigorous standards so that they are challenging and accessible, and phasing them in across the district to reach a critical mass of students.

Indicators of Success **0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed**	
Rating	**Features**
	Rigorous career academies and similar career- and interest-themed programs: Schools offer a variety of career academies, with the following characteristics:
	• Rigorous academic expectations that prepare students for college-level studies
	• A sequence of high-quality CTE courses that reflect industry expectations
	• Incorporation of the Ford PAS Teaching Pillars
	• Integration of the Ford PAS Learning Pillars
	• Active collaboration and planning between academic and CTE teachers
	• Agreements with local two- and four-year colleges that students can earn college credits while still enrolled in high school
	• Active employer involvement in and guidance for the program
	• Opportunities for students to observe and learn in real workplace settings
	Expanding to reach critical mass: Career academies are available and increasing in scale to serve a growing percentage of students.
	Personalized student planning: Each student, with input from his or her family, develops a personalized plan for selecting a career academy, identifies postsecondary options, and updates this plan on a regular basis.
	Personalization of career academies: For students whose interests span two or more career academies, the school helps them customize their program of study in ways that integrate knowledge and skills from different programs and work-based learning opportunities.

Essential Practice 2.1 (continued)	Students have choices among high-quality career academies and similar career- and interest-themed programs
	Accelerated learning opportunities: Each career academy encourages students to participate in advanced learning and service opportunities, and supports them in doing so.
	Guidance and advisement: To support the development and implementation of a personalized plan, all students are involved in a guidance/advisement system that helps them develop positive relationships, ensures that they complete their selected program of study, and prepares them to pursue their stated postsecondary learning and career objectives.
	Extra help for struggling students: Career academies are coordinated with a structured support system to help students catch up and succeed in academically challenging classes, instead of being tracked into low-level courses. Academic supports are integrated with career- and interest-themed content.
	OVERALL RATING FOR ESSENTIAL PRACTICE 2.1 (Total of 42 points possible) 0–10: Exploring Implementation 11–21: Accelerating Implementation 22–33: Proficient Implementation 34–42: Distinguished Implementation

Essential Practice 2.2	School staff form a learning community committed to transforming their practice
Description	The high school staff team operates as a collaborative learning community, where school leadership establishes and supports a vision for high school redesign.

Indicators of Success 0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed	
Rating	Features
	Support from the principal and high school administration: The high school principal and other administrators publicly support and embrace the use of career academies as the core high school redesign strategy.
	Ongoing, sustained, high-quality professional development: All leadership team members, administrative staff, and teachers receive ongoing professional development, based on research on effective strategies and aligned with the Ford PAS professional development philosophy (described on the Ford PAS Web site, www.fordpas.org). This professional development is directly linked to the teachers' and staff's daily responsibilities and is included in their personalized professional growth plans. The professional development: • connects teachers with relevant and timely research • focuses on classroom practice • embodies effective pedagogy (i.e., the Ford PAS Teaching Pillars) • provides opportunities for teachers to develop and practice leadership • involves sustained inquiry
	Teachers working together: Teachers of core academic and elective subjects are expected to collaborate and are supported with common planning time and professional development in order to develop and implement the Ford PAS Learning and Teaching Pillars.
	School staff leadership and support: Teachers and school counselors are designated to provide leadership and support for student participation in career academies; roles for program leadership and staff support are clearly delineated.
	Teachers and school leaders form *communities of practice*: In these groups, professionals work together to study, learn, and address specific questions and challenges that arise in the process of implementing the school's redesign strategy.
	OVERALL RATING FOR ESSENTIAL PRACTICE 2.2 (Total of 15 points possible) 0–3: Exploring Implementation 4–7: Accelerating Implementation 8–11: Proficient Implementation 12–15: Distinguished Implementation

Essential Practice 2.3	School leaders have flexible use of resources
Description	The school creates structures and uses flexible schedules to support personalization, strengthen teacher-student relationships, and improve the learning environment.

Indicators of Success 0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed	
Rating	Features
	School structure and scheduling: A school structure is chosen that allows all students and teachers to spend a critical amount of time within small learning environments.
	Cohort scheduling: The school leaders institute and protect a cohort scheduling method to increase the amount of time that students spend with teachers and other students within a designated small learning community.
	Block scheduling: The school provides sufficient learning time through the use of extended or flexible instructional time blocks, while also providing professional development to ensure that instructional time is used most effectively.
	Resources: School leaders are given enough authority over the use of financial resources to allocate those resources toward accomplishing the school's objectives.
	OVERALL RATING FOR ESSENTIAL PRACTICE 2.3 (Total of 12 points possible) 0–2: Exploring Implementation 3–5: Accelerating Implementation 6–9: Proficient Implementation 10–12: Distinguished Implementation

Essential Practice 2.4	Adults and students are accountable for results
Description	Each school is held accountable for the effectiveness of its teaching and learning.

Indicators of Success 0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed	
Rating	**Features**
	Multiple measures: Accountability measures include a variety of accepted indicators of performance (e.g., attendance, retention, credits, grade point averages, state test scores, graduation rates, college admission/attendance rates) as well as assessments of knowledge and skills (such as problem solving, critical thinking, creativity, and teamwork) that are not typically captured in traditional indicators.
	Program evaluations: Using multiple measures of program effectiveness (attendance, student engagement, school disruptions, class grades, standardized and targeted assessments, retention, graduation, feedback from key stakeholders), school and program leaders regularly assess the career academy implementation, and modify aspects of the program to achieve continual improvement.
	Data literacy for school improvement: Teachers and school leaders have the capacity to use data and research to inform instructional practice and to guide professional learning priorities and needs. School teams use data to monitor and communicate progress to all stakeholders.
	OVERALL RATING FOR ESSENTIAL PRACTICE 2.4 (Total of 9 points possible) 0–1: Exploring Implementation 2–3: Accelerating Implementation 4–6: Proficient Implementation 7–9: Distinguished Implementation

Essential Practice 2.5	School district supports and sets expectations for high school redesign
Description	The school district actively supports and holds leaders accountable for high school redesign around career academies and similar career- and interest-themed programs.

Indicators of Success
0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

Rating	Features
	Support and accountability from the Board of Education and superintendent: These leaders publicly support and set clear expectations for the use of career academies as the core high school redesign strategy.
	Central administration of high school redesign: The district centralizes all programs likely to involve high school redesign (magnet, choice, small learning communities, career academy, CTE operations) under one leader and department.
	District policies for funding, facilities, equipment, and materials: District and high school administrative support results in adequate funding, facilities, equipment, and learning materials to support career academy-focused high school redesign. This support reflects a serious commitment from both the district and the high school to the success of the high school redesign strategies.

	Focused use of funding streams: Federal and state funding (such as Perkins and Smaller Learning Communities[6]) are channeled toward supporting career academy high school redesign strategies.
	Transition from middle to high school: The district leadership actively encourages middle and high school teams to collaborate (e.g., sharing student achievement data, aligning curriculum and assessments, providing orientation sessions and opportunities for students to preview career programs) in order to ease the transition from the middle grades to high school.
	OVERALL RATING FOR ESSENTIAL PRACTICE 2.5 (Total of 15 points possible) 0–3: Exploring Implementation 4–7: Accelerating Implementation 8–11: Proficient Implementation 12–15: Distinguished Implementation

STRAND 3: SUSTAINING CHANGE THROUGH BUSINESS AND CIVIC LEADERSHIP

Essential Practice 3.1	Business, civic, and education leaders create a master plan for sustainable workforce competitiveness and community prosperity built on education transformation
Description	A senior-level business-civic-education partnership (the "Master Plan Partnership") creates a master plan for promoting sustainable workforce competitiveness and community prosperity through Transforming Teaching and Learning, Redesigning High Schools, and Sustaining Change Through Business and Civic Leadership.

Indicators of Success
0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

Rating	Features
	Shared vision for next generation learners: The Master Plan Partnership helps to create a vision for sustainable workforce competitiveness and community prosperity that relies on developing high school-age youth who possess the essential knowledge and skills identified in the Learning Pillars.
	Cross-sector collaboration: Educators from the secondary and postsecondary levels, business leaders, and civic leaders within the community cooperate in the planning process with support from their respective boards.
	Explicit engagement of students and parents: The Master Plan Partnership seeks out regular, meaningful opportunities for students and parents to express their perspectives and be directly involved in decision-making.
	Inclusive development process: The master plan is developed by the Master Plan Partnership and shared widely throughout the community.
	Measurable goals and phase-in period: A clear five-year goal is established for the percentage of the student population to be served by career academies and similar career- and interest-themed programs.
	Educational and community outcomes: The five-year plan forecasts improved educational outcomes and positive community cash-flow projections (such as increased state funding resulting from increased attendance) from these outcomes.
	Protection and oversight of the plan: After the initial development phase is completed, oversight and accountability for the master plan are handed off to a Business-Civic Advisory Board (described in Essential Practice 3.2) to monitor progress and update the plan on a regular basis.
	Annual updating process: The Master Plan Partnership reconvenes annually to assess progress and make new projections based on input from Business-Education Advisory Councils (described in Essential Practice 3.3).
	OVERALL RATING FOR ESSENTIAL PRACTICE 3.1 (Total of 24 points possible) 0–6: Exploring Implementation 7–12: Accelerating Implementation 13–18: Proficient Implementation 19–24: Distinguished Implementation

Essential Practice 3.2	Business and civic leaders support and sustain the master plan
Description	Once the master plan is in place, business and civic leaders representing each prioritized career pathway constitute an ongoing Business-Civic Advisory Board to align business support for redesigned high schools.

Indicators of Success 0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed	
Rating	**Features**
	Community buy-in and protection: A Business-Civic Advisory Board, composed of prominent civic leaders and senior business executives representing each prioritized career pathway, meets regularly with educational leaders to review progress and to demonstrate the community's ongoing commitment to the plan.
	Active senior-level participation: Rather than delegate responsibility to lower-level staff members, senior executives of prominent businesses and civic organizations actively participate in and encourage recognition of career academies in their respective pathways.
	Local advocacy: Leaders from businesses and civic organizations are sought out, are informed about and engaged in the broader conversation about the community's future, and begin to actively advocate for career academies as relevant strategies to improve student success and develop human capital.
	State and national networking: The Business-Civic Advisory Board identifies and collaborates with a growing list of state and national supporters for career academies and similar career- and interest-themed high school redesigns.
	OVERALL RATING FOR ESSENTIAL PRACTICE 3.2 (Total of 12 points possible) 0–2: Exploring Implementation 3–5: Accelerating Implementation 6–8: Proficient Implementation 9–12: Distinguished Implementation

Essential Practice 3.3	Career academies address skilled workforce priorities
Description	The Master Plan Partnership and Business-Civic Advisory Board use regional economic and workforce projections to prioritize career academy expansion. Business-Education Advisory Councils within each career pathway are established to shepherd this expansion.

Indicators of Success
0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

Rating	Features
	Master plan priorities: The master plan reflects clear priorities for career academies, using economic and workforce development projections for skilled employment and the state's organizational framework for career programs.
	Business-Education Advisory Councils: Employers and educators within each prioritized career pathway form ongoing Business-Education Advisory Councils to plan the growth of academies in each pathway and to assess projected "pipeline" issues.
	Program and curriculum review: Employers and educators regularly review and approve career academies that lead to skilled employment in all the identified career pathways.
	Industry standards and postsecondary opportunities: All career academies and similar career- and interest-themed programs use appropriate industry-based standards and are linked to opportunities for postsecondary education and training.
	OVERALL RATING FOR ESSENTIAL PRACTICE 3.3 (Total of 12 points possible) 0–2: Exploring Implementation 3–5: Accelerating Implementation 6–8: Proficient Implementation 9–12: Distinguished Implementation

Essential Practice 3.4	Community aligns employer and civic support through dedicated staff; employers are actively engaged by these staff in guiding and supporting career academies and similar career- and interest-themed programs
Description	As career academies grow, designated staff (described here as "Career Pathway Entrepreneurs," but their titles can vary) are hired and deployed to maintain and expand employer engagement, support the region's career academies, suggest updates to the master plan, and help convene Business-Education Advisory Councils.

Indicators of Success
0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

Rating	Features
	Appropriate staff budgeting: Career Pathway Entrepreneurs are employed by either the school district or a regional community-based organization; the budget supports one entrepreneur for every two or three prioritized career pathways.
	Guidance and support for career academies: Career Pathway Entrepreneurs help convene Business-Education Advisory Councils as a primary mechanism for aligning support. They guide career academy activities, such as curriculum selection, development, and adaptation; technology support; guest speakers; field trips; job-shadowing and mentoring opportunities; student internships and teacher externships; community service opportunities; and scholarships.
	Mobilizing career pathway contacts: Career Pathway Entrepreneurs mobilize financial and volunteer support and obtain needed equipment from businesses within their designated career pathways.
	Mobilizing Business-Education Advisory Councils: Career Pathway Entrepreneurs take responsibility for regularly convening the Business-Education Advisory Councils and ensuring that meetings are conducted in a way that focuses on the strategic purpose of the team and respects the time of individual participants.
	Entrepreneur selection criteria: Career Pathway Entrepreneurs, who typically are former businesspeople, are selected based on relevant business experience, a self-starting attitude, and a commitment to improving education.
	OVERALL RATING FOR ESSENTIAL PRACTICE 3.4 (Total of 15 points possible) 0–3: Exploring Implementation 4–7: Accelerating Implementation 8–11: Proficient Implementation 12–15: Distinguished Implementation

Essential Practice 3.5	Parents, guardians, and key family members are actively engaged on behalf of student success
Description	Parents, guardians, and other key family members (e.g., adult siblings, aunts and uncles, grandparents) play an important role in supporting students' educational achievement and postsecondary participation. In light of this reality, the education, business, and civic partners work together to develop and implement outreach strategies that specifically aim to build on inherent family strengths and enhance the capacity of families to support and improve students' educational achievement.

Indicators of Success
0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

Rating	Features
	Accessible, community-based outreach: Especially for families that have not previously experienced positive school-home interactions, or for whom high school completion and college participation are new experiences, whenever possible outreach activities take place in community-based settings, such as community centers, libraries, churches, and, where appropriate, homes of respected and trusted community members.
	Academic support activities: Parents, guardians, and other key family members are invited to participate in a structured and sustained engagement process that helps them understand the importance of higher education and college readiness (e.g., the value of enrolling their children in rigorous academic and CTE courses in order to be well-prepared for college courses, the advantages of strong preparation in STEM). These engagement efforts build parents' understanding of academic course requirements, help parents take advantage of academic supports for students, and empower parents to interact effectively with teachers and school administrators.
	Tutoring and career awareness activities: Parents, guardians, and other key family members are invited to meetings that introduce career opportunities and explain how to use career planning tools (both print and online).
	College planning, application, and financing: Parents, guardians, and other key family members are involved in a process designed to build their understanding of the college search and college application process, including the transition from community colleges to four-year colleges and universities. Activities are structured to help parents and students understand the variety of financial aid options available for students (particularly students from low- or moderate-income families and first-generation college attendees). Parents and students receive assistance in filling out college application and financial aid forms.
	OVERALL RATING FOR ESSENTIAL PRACTICE 3.5 (Total of 12 points possible) 0–2: Exploring Implementation 3–5: Accelerating Implementation 6–8: Proficient Implementation 9–12: Distinguished Implementation

Essential Practice 3.6	The broader community is aware and actively engaged
Description	The Master Plan Partnership and the Business-Civic Advisory Board make it an ongoing priority to raise awareness of and engage students, parents, employers, postsecondary educators, and political leaders in active support for the district's high school redesign. These community leaders also actively participate to strengthen the management and leadership skills of education leaders, enrich the professional growth of teachers, and deepen the learning experience for students.

Indicators of Success 0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed	
Rating	Features
	Local marketing plan: The Business-Civic Advisory Board develops a marketing plan to build awareness, support, and active participation among parents, students, and the business and education communities.
	External funding: The Business-Civic Advisory Board identifies existing funding; seeks new funding from government, foundations, and private sources; and aligns those resources to the master plan.
	Teacher externships: Through coordination provided by Career Pathway Entrepreneurs and Business-Education Advisory Councils, employers provide opportunities for teachers, career academy teacher teams, and school leaders to visit local employers, experience workplace expectations, and learn about key economic sectors.
	Real-world learning opportunities: Through the Business-Civic Advisory Board, community partners are called on to support a variety of work-based learning experiences for students, particularly experiences that allow students to exercise leadership, apply their knowledge and skills in community- and employer-based settings, and demonstrate civic engagement.
	Sharing management and organizational development professional experiences: Business and civic organizations with management and organizational development expertise invite teachers and principals to participate in relevant professional learning experiences.
	OVERALL RATING FOR ESSENTIAL PRACTICE 3.6 (Total of 15 points possible) 0–3: Exploring Implementation 4–7: Accelerating Implementation 8–11: Proficient Implementation 12–15: Distinguished Implementation

Essential Practice 3.7	Stakeholders are mutually accountable for implementation of the master plan and regularly collect data to assess progress
Description	The master plan is one of mutual accountability, in which everyone—students, teachers, administrators, families, and business and community partners—participates in collecting and reviewing data in order to measure progress, works collaboratively to build a climate of trust that welcomes the perspectives of all stakeholders, and maintains a commitment to continual learning and improvement.

Indicators of Success
0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

Rating	Features
	Business members on evaluation teams: Evaluation teams that review career- and interest-themed programs include business representatives.
	Continual improvement: Evaluations focus on regular, ongoing improvement of teaching and learning and of the high school redesign efforts.
	Clear expectations: The evaluation tool serves as an implied "contract" between the career academy leader, the school's administration, and the business community.
	Success celebrated: The community celebrates the successes of career- and interest-themed programs and shares evaluation results with stakeholders.
	Review of business and civic leadership effectiveness: Evaluation tools are developed to gauge the effectiveness of community and business support and engagement, including honest feedback from teachers and school leaders.
	OVERALL RATING FOR ESSENTIAL PRACTICE 3.7 (Total of 15 points possible) 0–3: Exploring Implementation 4–7: Accelerating Implementation 8–11: Proficient Implementation 12–15: Distinguished Implementation

Make copies of this page as needed.

Essential Practice #	Essential Practice Description
Notes:	

Supporting Documents:

SUMMARY SCORE SHEET

REGION / COMMUNITY / SCHOOL _____ DATE _____

		STRAND 1: TRANSFORMING TEACHING AND LEARNING
Rating	**Essential Practice**	
	1.1	Learning Pillars—the essential knowledge and skills for college and career readiness
	1.2	Teaching Pillars—teaching principles that develop students' knowledge and skills for college and career readiness
	TOTAL STRAND 1	TOTAL POINTS POSSIBLE FOR STRAND 1: 45 0–11: Level 1: Exploring Implementation, 12–23: Level 2: Accelerating Implementation, 24–35: Level 3: Proficient Implementation, 36–45: Level 4: Distinguished Implementation
		STRAND 2: REDESIGNING HIGH SCHOOLS
	2.1	Students have choices among high-quality career academies and similar career- and interest-themed programs
	2.2	School staff form a learning community committed to transforming their practice
	2.3	School leaders have flexible use of resources
	2.4	Adults and students are accountable for results
	2.5	School district supports and sets expectations for high school redesign
	TOTAL STRAND 2	TOTAL POINTS POSSIBLE FOR STRAND 2: 93 0–19: Level 1: Exploring Implementation, 20–43: Level 2: Accelerating Implementation, 44–70: Level 3: Proficient Implementation, 71–93: Level 4: Distinguished Implementation
		STRAND 3: SUSTAINING CHANGE THROUGH BUSINESS AND CIVIC LEADERSHIP
	3.1	Business, civic, and education leaders create a master plan for sustainable workforce competitiveness and community prosperity built on education transformation
	3.2	Business and civic leaders support and sustain the master plan
	3.3	Career academies address skilled workforce priorities
	3.4	Community aligns employer and civic support through dedicated staff; employers are actively engaged by these staff in guiding and supporting career academies and similar career- and interest-themed programs
	3.5	Parents, guardians, and key family members are actively engaged on behalf of student success
	3.6	The broader community is aware and actively engaged
	3.7	Stakeholders are mutually accountable for implementation of the master plan and regularly collect data to assess progress
	TOTAL STRAND 3	TOTAL POINTS POSSIBLE FOR STRAND 3: 105 0–25: Level 1: Exploring Implementation, 26–51: Level 2: Accelerating Implementation, 52–77: Level 3: Proficient Implementation, 78–105: Level 4: Distinguished Implementation

Reflection: Goals, Strategies, and Expected Outcomes

Description	Based on the data collected through the self-assessment rubric, develop specific goals, strategies, and expected outcomes that will improve implementation of the Ford PAS Next Generation Learning essential practices.

Essential Practice: Which essential practice(s) will be the focus for improvement?

Goal: What learning or performance objective is related to the essential practice(s) listed above?

Strategies: What specific actions will be taken to meet your goal?

What timeline will be applied to each strategy?

Who has primary responsibility for implementing each strategy?

Expected Outcomes: What behaviors do I expect to observe as a result of meeting this goal? How will I know I have met this goal?

[1] See resources available from the National Career Academy Coalition, www.ncac.org.

[2] ConnectEd: The California Center for College and Career and The Career Academy Support Network, University of California, Berkeley. (2007). *A Profile of the California Partnership Academies 2004-2005*, pp. 15-18. Retrieved August 31, 2010, from http://www.connectedcalifornia.org/downloads/LL_CA_Partnerships.pdf.

[3] Clark, Donald M. (1996). "Making a Difference in Industry-Education Cooperation." NAIEC Newsletter, XXXII:5, November-December. Retrieved September 2, 2010, from http://www.eric.ed.gov/PDFS/ED402508.pdf.

[4] Watt, Douglas. (2003). "Partnerships Survey Report: Findings from the 1st Global Business-Education-Community Partnerships Issues and Trends Survey." The Conference Board of Canada. Retrieved September 2, 2010, from http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/IPN_survey_report03.sflb.

[5] Alliance for Excellent Education. (2010). *The Economic Benefits from Halving the Dropout Rate: A Boom to Businesses in the Nation's Largest Metropolitan Areas.* Washington, DC: Author. Retrieved August 31, 2010, from www.all4ed.org/files/AtlantaGA_leb.pdf.

[6] The Carl Perkins Career and Technical Education Improvement Act of 2006 is the key federal investment that guides state and local efforts around CTE. The federal Elementary and Secondary Education Act, as reauthorized by The No Child Left Behind Act of 2001, authorizes Smaller Learning Community (SLC) grantees to use their funds for research, development, and implementation of SLCs, as well as teacher professional development and strategies for including parents, business representatives, community-based organizations, and other community members in these activities. SLCs include a variety of structures and programs that develop stronger connections within subgroups of students and faculty in larger schools.